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ABSTRACT

A model is presented for developing a comprehensive building plan to improve student performance. The goal-planning process provides a 3- to 5-year written plan identifying major school goals, objectives, activities, resources, evaluation criteria, and monitoring methods. The process ensures ownership of the plan by the teachers and principal of each building involved. Although flexibility allowing local adjustments is built in, an essential element is a written plan incorporating the following: needs, desired outcomes, tasks or activities, formative evaluation, and summative evaluation. At the school district's request, the state education department representative assists the local school's staff to identify major priorities, delineate problems within these priorities, identify alternative solutions, and evaluate the process and the results. (MLF)

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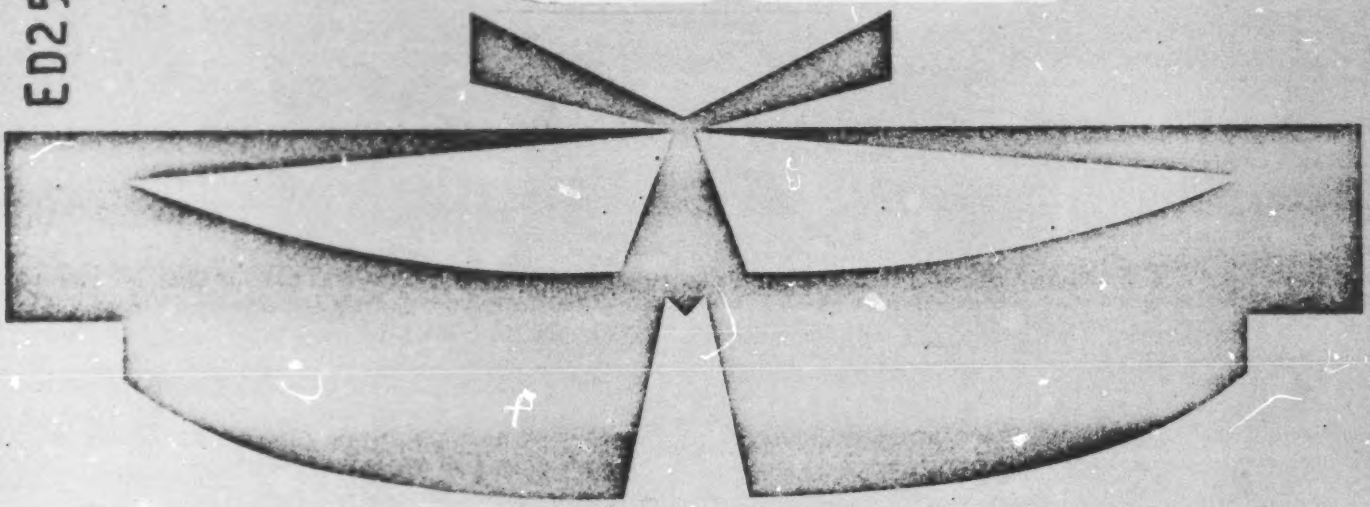

RESOURCE ALLOCATION PLAN

A Suggested Process: Building and District Approach to Planning

EA 017 652

The University of the State of New York
The State Education Department
Albany, New York 12234
June 1981

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RESOURCE ALLOCATION PLAN

A SUGGESTED PROCESS: BUILDING AND DISTRICT APPROACH TO PLANNING

DEVELOPING A 3- TO 5-YEAR BUILDING PLAN TO IMPROVE PUPIL PERFORMANCE

INTRODUCTION

This document suggests a process for developing a written Building or District Plan (or both) to improve pupils' performance. It is intended for use by Department Representatives, Boards of Education, Superintendents, central office staff, building administrators, teachers and parents. Conscientiously followed, the process insures ownership of the plan by the teachers and principal of each building involved; and requires involvement and total commitment of the Board, the Superintendent, central office staff, teachers and possibly parents if it is to succeed. Flexibility allowing local adjustments is built in, but absolutely essential is a written plan incorporating the following:

A. NEEDS

1. As evidenced by hard data.

2. As perceived by participants.

Each need must be matched by one or more outcomes which would close the gap between "the way things are" and "the way they ought to be." Both data and perceptions must be arranged in order of priority accompanied by statements of actions and resources required to address these needs.

B. DESIRED OUTCOMES (Matched to each need)

1. Organized in priority order as goals to be reached in 3 to 5 years.

2. Related to measurable objectives that can be accomplished in a year or less.

3. Matched to realistic resources which will (can) be used.

C. TASKS OR ACTIVITIES

1. Related to each objective which can be accomplished in a few weeks.

2. Described in detail, specifying the money, facilities, staff time and expertise required, staff responsibilities, and dates for completion.

D. FORMATIVE EVALUATION: Monitors and documents the completion of each task or activity.

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E. SUMMATIVE EVALUATION: Measures the degree of success in achieving objectives and goals, and, therefore, the degree of success in meeting the needs identified in "A".

NOTE: Where to start is a common problem. Whatever elements of A-E already exist should be written in before making new plans.
ESSENTIAL: Everyone concerned must be kept continuously informed of the entire process.

1. The Resource Allocation Plan office staff and/or the Department Representatives (DRs) will orient the Superintendent, board of education, central office staff and building administrative staff members to the purposes and benefits of the planning process.

2. A broadly representative district committee (see Item 1.4, p. 4), through consultants or State Education Department technical service, will train building administrative staff members in the planning process.

3. The superintendent, central office staff and building principal will orient the building faculty to the purposes and benefits of the planning process, including the district's guidelines, procedures, roles, and responsibilities for developing a 3- to 5-year building plan.

4. The building principal will organize a building committee to develop and conduct the planning process. Opinions of community members will be elicited and given consideration during the entire process, and parents of children enrolled in the program should be among those engaged in both planning and implementation.

5. The building committee will prepare a 3- to 5-year building plan specifying how the tasks described below will be accomplished. Local, regional, State and Federal resources will be identified. It is understood that State Education Department consultive or technical services, or both, may be requested at any point in the process.

   a. Prepare a description of the building's entire program, staffing, facilities, resources, and pupil performance. (Example: Erie #1 Planning Guidebooks funded by ESEA Title IV, Part C)

   b. Identify the strengths, areas needing improvement, and needs of the building; set priorities and goals, timed for achievement in 3 to 5 years, that are compatible with district policy and are both realistic and achievable.

   c. Translate priorities and goals into measurable objectives which incorporate the building's process and product needs. Most objectives should be achievable in a single year, though some may require a longer period.

   d. Determine indicators of success for each objective and establish an evaluation system incorporating the collection of information and assessment of success.

   e. Initiate carefully defined activities to insure attainment of each objective and evaluation of the results. Responsibilities and dates for

completion must be understood by everyone concerned. Seed money (IV-C; Title II-B) could be used as necessary.

After the building plan is completed and approved, the building committee will assume responsibility for overseeing the accomplishment of 5a, b, c, d, and e.

6. The building committee will conduct the specific activities designed to achieve the building objectives.

7. The building committee will evaluate the extent to which activities have been completed and objectives achieved.

8. Recycle to Item 5.

ROLE OF DEPARTMENT REPRESENTATIVE

At the school district's request, the State Education Department Representative assists the local school's staff to identify major priorities, delineate problems within these priorities, identify alternative solutions, and evaluate the process and the results. Throughout this process for developing building plans, the Department Representative will be available as a facilitator and liaison between the school and the State Education Department for all technical service.

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ITEM 1: The Resource Allocation Plan office staff and/or the Department Representatives will orient the superintendent, board of education, central office, and building administrative staff to the purposes and benefits of the planning process.

NOTE: Document the process for evaluation of each step.

TASK	RESPONSIBILITY	INVOLVEMENT	TIME LINE
1. Meet with local superintendent and board of education to discuss building planning process and to agree upon a 3- to 5-year time commitment supported by the board of education and local superintendent. Develop board of education policy statements.	SED Representative	Board of Education, Local Superintendent	
2. Specify district and State Education Department responsibilities and obligations to develop and implement a 3- to 5-year building plan in each building in the district. (Example: DR will be liaison and facilitator in the process.)	SED Representative, Local Superintendent	Board of Education	
3. Orient central office staff and building administrators to the purposes and benefits of the planning process and to the 3- to 5-year commitment to planning made by the board of education and the local superintendent. (Example of benefits: long-range plans; improved pupil performance; total school-community ownership of the plan.)	SED Representative, Local Superintendent	Building Administrators, Central Office	
4. Recruit a cadre of central office staff, building administrators, community representatives, teachers, and board members willing to serve on a district committee to develop district guidelines, procedures, roles, and responsibilities for developing a 3- to 5-year building plan in each building to improve pupil performance. (Size and makeup of committee appropriate to size of district.)	Local Superintendent	Building Administrators, Central Office	

TASK	RESPONSIBILITY	INVOLVEMENT	TIME LINE
5. Meet with district administrative committee to determine mutually: o What activities and tasks the district committee will develop, e.g., guidelines, procedures, roles, and responsibilities. o Who will undertake the specific building committee activities and tasks. o When meetings will be held and when activities will be completed (time line). o A system for continuous feedback to total administrative staff, superintendent and committee members.	SED Representative, Local Superintendent	District Committee	
6. Meet and complete specified activities according to schedule. Minutes from each meeting of the district committee should be shared with all building administrators. Any meeting should have a purpose and should generate assignments for further action.	District Committee, Committee Recorder	Local Superintendent	
7. Orient administrators to the guidelines, procedures, roles, and responsibilities developed by the district committee.	District Committee	Building Administrators	

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ITEM 2: **A broadly representative district committee (see Item 1.4, p. 4), through consultants or State Education Department technical service, will train building administrative staff members in the planning process.**

NOTE: **Document the process for evaluation of each step.**

TASK	RESPONSIBILITY	INVOLVEMENT	TIME LINE
1. Review guidelines, procedures, roles, and responsibilities developed by the district committee and determine specific administrative skills and knowledge needed to follow guidelines and procedures.	District Committee	Building Administrators, SED Representative, Consultants	
2. Interview each building administrator to: o Discuss his/her building situation. o Discuss and verify information on the individual building prepared by SED (as a building profile). o Review the requirements associated with the development of the 3- to 5-year building plans. o Identify perceived administrative training needs (knowledge and skills) which must be addressed to allow the building administrators to develop a 3- to 5-year building plan.	SED Representative, and/or Consultant	Building Administrators	
3. Review and analyze the building administrators' perceived training needs and set training priorities.	District Committee, SED Representative, Local Superintendent	Building Administrators, Board of Education	
4. Plan a building administrators' training program which will allow building administrators to develop a 3- to 5-year building plan incorporating Items A-E of the Introduction. The training plan should specify: o Administrative need addressed. o How the need will be addressed (organization and schedule). o Who will conduct training. o What the training outcome will be.	District Committee, SED Representative, Local Superintendent	Building Administrators, Consultant	

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TASK	RESPONSIBILITY	INVOLVEMENT	TIME LINE
5. Implement administrative training program.	District Committee, SED Representative, Local Superintendent Consultants	Building Administrator	

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ITEM 3: The superintendent, central office staff and building principal will orient building faculty to the purposes and benefits of the planning process, including the district's guidelines, procedures, roles, and responsibilities for developing a 3- to 5-year building plan.

NOTE: Document the process for evaluation of each step.

TASK	RESPONSIBILITY	INVOLVEMENT	TIME LINE
1. Following administrative training, meet with individual building faculties to discuss: o Purposes and benefits of planning process to improve pupil performance. o The district's general guidelines, procedures, roles, and reponsibilities for developing 3- to 5-year building plans. o District and building expectations for planning at the local building level. o Next steps.	Building Administrators, SED Representative, District Committee Representative, Local Superintendent	Building Faculty	
2. Review the commitment of the board of education, superintendent, central office staff and building administrators to the development and implementation of a plan to improve pupil performance.	Superintendent, Central Office Staff, Building Administrators, District Committee	Building Faculty	

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ITEM 4: The building principal will organize a building committee to develop and conduct the planning process. Opinions of community members will be elicited and given consideration during the entire process, and parents of children enrolled in the program should be among those engaged in both planning and implementation.

NOTE: Document the process for evaluation of each step.

TASK	RESPONSIBILITY	INVOLVEMENT	TIME LINE
1. Recruit teacher representatives to serve on Building Committee to develop a 3- to 5-year building plan based upon the district's general guidelines, procedures, roles, and responsibilities. The Building Principal must serve as a member of the committee.	Building Administrator	Building Faculty	
2. Elicit opinions of parents of children enrolled in the program and other community members.	Building Committee	Community Members	

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ITEM 5: The building committee will prepare a 3- to 5-year building plan specifying how the tasks described below will be accomplished. Local, regional, State and Federal resources will be identified. It is understood that State Education Department consultive or technical services, or both, may be requested at any point in the process.

NOTE: Document the process for evaluation of each step. See suggested format for use in developing District/Building Plan - page 20.

TASK	RESPONSIBILITY	INVOLVEMENT	TIME LINE
1. Determine: o The requisite activities for training and timelines required to develop the 3- to 5-year building plan based on the district's general guidelines and procedures. o The assignment of roles, responsibility, and authority associated with developing the building plan.	Building Committee, SED Representative	Building Faculty	
2. Prepare minutes of all meetings and share with total building faculty.	Building Committee Recorder	Building Committee	
3. Complete the activities and tasks required to develop the 3- to 5-year building plan. (Use RAP products file for assistance.)	Building Committee, SED Representative	Building Faculty	
4. Share completed 3- to 5-year building plan with total building faculty and orient them to what will be done and what the faculty's obligations are.	Building Committee		

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ITEM 5a: Prepare a description of the building's entire program, staffing, facilities, resources, and pupil performance. (Example: Erie #1 Planning Guidebooks funded by ESEA Title IV, Part C. These six Guidebooks are intended to assist school districts in planning activities related to Chapter 848 - long range plans.)

NOTE: Document the process for evaluation of each step.

TASK	RESPONSIBILITY	INVOLVEMENT	TIME LINE
1. Identify information required to provide a composite picture of the present status of the building's instructional program, staffing, facilities, resources, pupil performance, community views, and parent involvement.	Building Committee, SED Representative	Building Faculty, Superintendent, Central Office	
2. Determine what information is available and accessible and can be gathered immediately. Determine what information should be collected.	Building Committee, SED Representative	Building Faculty, Superintendent, Central Office	
3. Develop a system to collect information not already available to building committee.	Building Committee, SED Representative	Building Faculty, Superintendent, Central Office	
4. Establish a schedule and procedures for collecting needed information including who is responsibile for collecting the information.	Building Committee, SED Representative	Building Faculty, Superintendent, Central Office	
5. Distribute instrument and collect information.	To be determined.	Building Faculty	
6. Verify information.	Building Committee	Building Faculty, Superintendent, Central Office	
7. Prepare a final report and share with building staff.	Building Committee	Building Faculty, Superintendent, Central Office	

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ITEM 5b: Identify the strengths, areas needing improvement, and needs of the building; set priorities and goals, timed for achievement in 3 to 5 years, that are compatible with district policy and are both realistic and achievable.

NOTE: Document the process for evaluation of each step.

TASK	RESPONSIBILITY	INVOLVEMENT	TIME LINE
1. Review and analyze the information collected on the present status of the building to determine the strengths and areas in need of improvement, by grade level for each instructional area.	Building Committee, SED Representative	Superintendent, Central Office, Building Faculty	
2. Establish a preliminary list of priority needs and multiyear goals which should be addressed. The list should include a justification for each need.	Building Committee, SED Representative		
3. Share preliminary list of priority needs and goals with building faculty for review and comment.	Building Committee	Building Faculty, Central Office, Superintendent	
4. Based on comments, prepare a final list of priority needs and multiyear goals agreed to by building faculty and building committee.	Building Committee, SED Representative		

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ITEM 5c: The building committee will translate priorities and goals into measurable objectives which incorporate the building's process and product needs. Most objectives should be achievable in a single year, though some may require a longer period.

NOTE: Document the process for evaluation of each step.

	TASK	RESPONSIBILITY	INVOLVEMENT	TIME LINE
1.	Using the list of approved priorities and goals and the report on the present status of the building, prepare both product and process objectives which address the identified priorities and goals. The objectives should be: o measurable o multiyear (if possible) o time framed o clear as to how, what, who, and when	Building Committee, SED Representative	Building Faculty, Superintendent, Central Office	
2.	Review objectives with building staff for critique and approval.	Building Committee	Building Faculty	
3.	Prepare a final list of objectives and share with appropriate people.	Building Committee	Building Faculty, Central Office, District Committee, Superintendent	

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ITEM 5d: The building committee will determine indicators of success for each objective and establish an evaluation system incorporating the collection of information and assessment of success.

NOTE: Document the process for evaluation of each step.

TASK	RESPONSIBILITY	INVOLVEMENT	TIME LINE
1. For each measurable objective, specify what criteria (information) will be used to assess achievement of the objective (success indicators).	Building Committee, SED Representative, Local Superintendent, Central Office	Building Faculty	
2. Share criteria with faculty for review, critique, and approval.	Building Committee	Building Faculty	
3. Prepare a list of the criteria (information) which assess the achievement of the objectives, and disseminate this list.	Building Committee	Building Faculty, Local Superintendent, Central Office	
4. Prepare a tentative plan for collecting information to determine the achievement of the objectives and share with faculty.	Building Committee, SED Representative	Building Faculty, Central Office, District Committee, Superintendent	
5. Prepare a final plan for collecting required evaluation information and disseminate the plan.	Building Committee	Building Faculty, Superintendent, Central Office, District Committee	

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ITEM 5e: The building committee will initiate carefully defined activities to insure attainment of each objective and evaluation of the results. Responsibilities and dates for completion must be understood by everyone concerned. Seed money (IV-C; Title II-B) could be used as necessary. After the building plan is completed and approved, the building committee will assume responsibility for overseeing the accomplishment of 5a, b, c, d, and e.

NOTE: Document the process for evaluation of each step.

TASK	RESPONSIBILITY	INVOLVEMENT	TIME LINE
1. For each measurable objective, specify the activities and tasks required to achieve and evaluate objective.	Building Committee, SED Representative, Superintendent, Central Office	Building Faculty	
2. Share activities and tasks with faculty for review, critique, and approval.	Building Committee	Building Faculty	
3. Prepare a final list of activities and tasks necessary to achieve and evaluate objectives and disseminate the list.	Building Committee	Building Faculty, Superintendent, Central Office	
4. Coordinate each building plan and build into a total district long-range plan.	Board of Education, Superintendent, Central Office	Representative from each Building Committee, Central Office, Superintendent, Board of Education, District Committee	

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ITEM 6: The building committee will conduct specific activities designed to achieve the building objectives.

NOTE: Document the process for evaluation of each step.

TASK	RESPONSIBILITY	INVOLVEMENT	TIME LINE
(To be determined following development of the total plan.)	Building Committee, Central Office Staff, Superintendent, Board of Education	To be determined by the plan	

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ITEM 7: The building committee will evaluate the extent to which activities have been completed and objectives achieved.

NOTE: Document the process for evaluation of each step.

TASK	RESPONSIBILITY	INVOLVEMENT	TIME LINE
(To be determined.)	Building Committee	State Education Department technical assistance and/or consultants	

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ITEM 8: Recycle to Item 5.

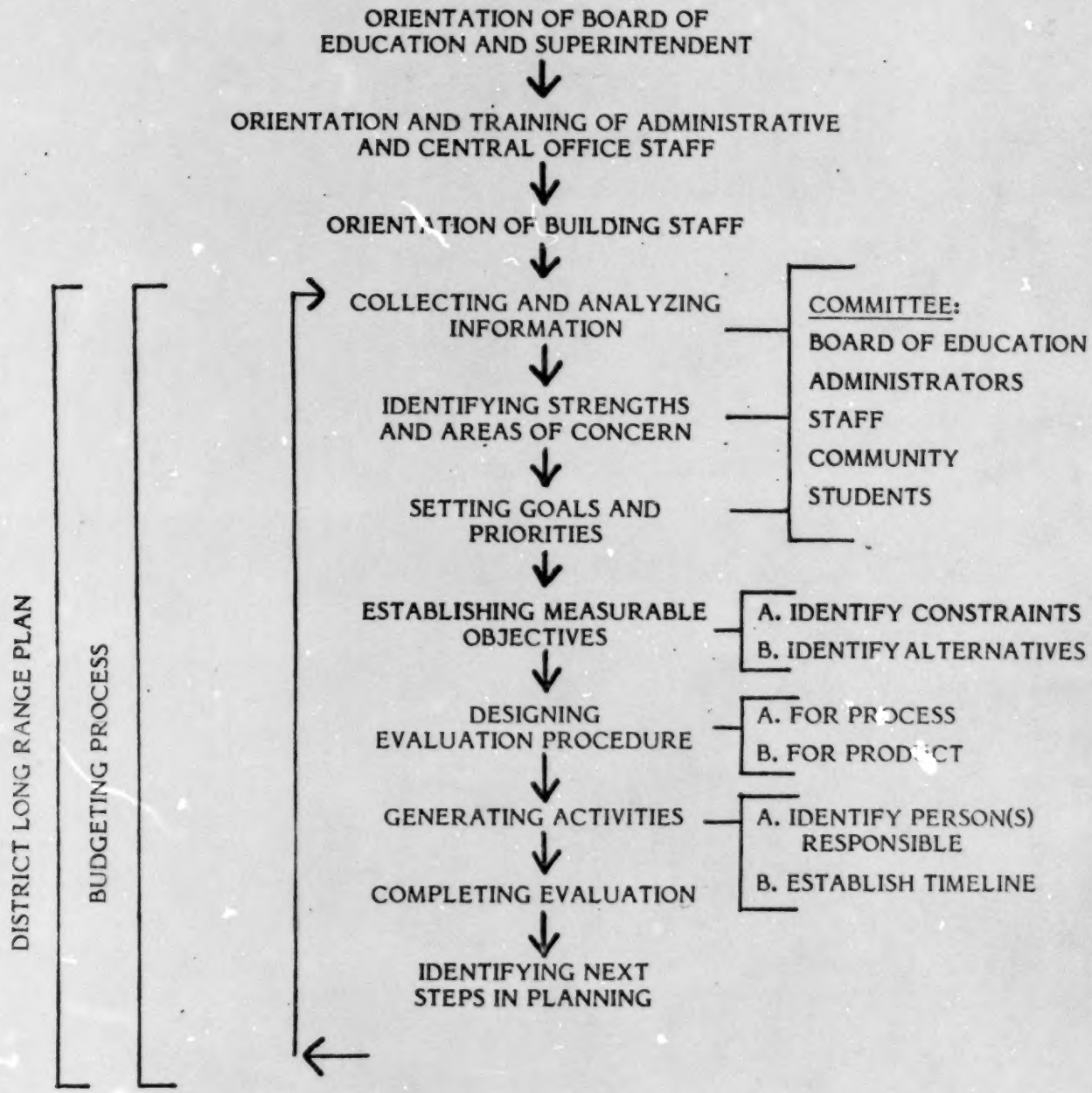
NOTE: Document the process for evaluation of each step.

TASK	RESPONSIBILITY	INVOLVEMENT	TIME LINE

(Change in process to be determined.)

RESOURCE ALLOCATION PLAN

A SUGGESTED PROCESS: BUILDING AND DISTRICT APPROACH TO PLANNING



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RESOURCE ALLOCATION PLAN

BUILDING/DISTRICT PLAN
TO IMPROVE PUPIL PERFORMANCE
SUGGESTED FORMAT

Goal:

1.0

2.0

Objective	ACTION PLAN				
	Activity	Who is Responsible	Timeline	Evaluation Strategy	Budget for Each Activity
1.1					
1.2, etc.					
2.1					
2.2, etc.					

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